

MONTANA STANDARDS FOR COMMUNICATION ARTS

Pursuant to Article X Sect 1(2) of the Constitution of the state of Montana and statutes §20-1-501 and §20-9-309 2(c) MCA, the implementation of these standards must incorporate the distinct and unique cultural heritage of Montana American Indians.

Content standards indicate what all students should know, understand and be able to do in a specific content area.

Benchmarks define our expectation for students' knowledge, skills and abilities along a developmental continuum in each content area. That continuum is focused at three points—at the end of grade 4, the end of grade 8 and grade 12.

Content Standard 1—Students know and understand the role of the communication process by constructing meaning, creating and maintaining relationships, and making decisions in a variety of listening and speaking situations.

Content Standard 2—Students apply a range of foundational skills and strategies as they read.

Content Standard 3—Students construct meaning as they interpret, analyze, and evaluate text. They select, interact with and respond to a variety of media.

Content Standard 4—Students understand, analyze, evaluate, and create response to a range of literature from various cultures, ethnic groups, time periods, and genre.

Content Standard 5—Students recognize, analyze, and evaluate the medium involved in creating media messages and the impact of media messages on individuals and societies.

Content Standard 6—Students demonstrate the ability to effectively communicate using the media forms of the day with a variety of audiences and for different purposes.

Content Standard 7—Students apply a range of skills and strategies during the writing process to write effectively for a variety of purposes and audiences.

**Communication Arts Content
Standard 1**

Students know and understand the role of the communication process by constructing meaning, creating and maintaining relationships, and making decisions in a variety of listening and speaking situations.

Rationale

The National Communication Association defines speaking as the “uniquely human act or process of transmitting and exchanging information, ideas, and emotions using oral language” while listening is the “process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages.”

Talking and hearing for most people are natural physiological processes; by contrast, speaking and listening are learned (NCA). In the digital age the importance of oral communication instruction and the ethics associated with it is critical because of its inherently collaborative nature. To be successful, students must participate and compete in a global society. They must be able to communicate effectively with individuals from a wide variety of cultures and groups.

Benchmarks

At the end of Grade 4	At the end of Grade 8	Upon Graduation
1.1 Identify the components of the communication process	1.1 Analyze the role of component parts in the communication process	1.1 Evaluate the impact of the component parts in the effectiveness of the communication process
1.2 Identify and use the elements of effective speaking (e.g. organization, word choice, focus, enunciation, volume, rate, inflection, eye contact, attire, registers of language, dealing with anxiety and interference)	1.2 Apply the elements of effective speaking (e.g. organization, word choice, focus, enunciation, volume, rate, inflection, eye contact, attire, registers of language, dealing with anxiety and interference)	1.2 Apply and evaluate and respond to the elements of effective speaking both within their speaking and the speaking of others (e.g. organization, word choice, focus, enunciation, volume, rate, inflection, eye contact, attire, registers of language, dealing with anxiety and interference)
1.3 Identify and use the elements of effective listening (e.g. attention, eye contact, meaning assigned, feedback)	1.3 Apply the elements of effective listening (e.g. attention, eye contact, meaning assigned, feedback) that best suit the purpose and audience	1.3 Apply and evaluate and respond to the elements of effective listening (e.g. attention, eye contact, meaning assigned, feedback) that best suit the purpose and audience

1.4 Speak and listen effectively for a variety of communication settings and purposes, using methods of delivery	1.4 Speak and listen effectively for a range of communication settings and purposes using a variety of methods of delivery	1.4 Speak and listen effectively for an expanded range of communication settings and purposes, by choosing suitable methods of delivery
1.5 Use feedback to monitor speaking and listening effectiveness	1.5 Use feedback to monitor and adjust speaking and listening effectiveness	1.5 Use feedback to monitor, adjust, and evaluate speaking and listening effectiveness
1.6 Tell stories and understand that a variety of oral traditions exist, including Montana American Indian oral stories	1.6 Tell stories and compare and contrast oral traditions from a variety of cultures including Montana American Indian oral stories	1.6 Tell stories and analyze how oral traditions, including Montana American Indian oral stories, shape culture and influence individuals
1.7 Communicate ethically by citing sources and recognizing the purpose of communications and the role of free speech in a democracy	1.7 Communicate ethically by citing sources and analyzing the impact of those sources on messages and the importance, responsibilities and limits of free speech in a democracy	1.7 Communicate ethically by citing sources and analyzing the impact of those sources on decision making and understanding the significance and responsibility of the use of free speech in a democracy

**Communication Arts Content
Standard 2**

Students apply a range of foundational skills and strategies as they read.

Rationale

*The foundation for personal and academic success begins with early reading instruction. This foundation includes phonemic awareness, phonics, fluency, vocabulary, and comprehension (National Reading Panel). Phonemic awareness and phonics are primarily developed in kindergarten through third grade, while fluency, vocabulary and comprehension extend beyond the early grades. During the reading process proficient readers apply the appropriate strategies before, during and after reading. On-going, explicit, rigorous reading instruction is key to academic achievement, K-12. Reading is essential to learning in all content areas; therefore, **all teachers are teachers of reading!***

Benchmarks

End of Grade 4	End of Grade 8	End of Grade 12
2.1 Decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, and context to understand grade level reading material	2.1 Decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, and context to understand grade level content area reading materials	2.1 Analyze unknown words combining the elements of phonics, grammatical structures, word origins and roots, and context to understand increasingly complex and diverse content reading material
2.2 Develop and apply vocabulary through the use of context clues, analysis of word parts, auditory clues, and references sources (e.g. dictionary, thesaurus, glossary) and content specific vocabularies	2.2 Expand and apply vocabulary through the use of context clues, analysis of word parts, auditory clues, and references sources (e.g. dictionary, thesaurus, glossary) and construct general and specialized vocabularies related to specific academic areas, culture, media forms, and understand the impact word usage has on the reader	2.2 Expand and apply vocabulary through the use of context clues, analysis of word origins, auditory clues, and references sources (e.g. dictionary, thesaurus, glossary) and construct general and specialized vocabularies related to specific academic areas, culture, media forms, and understand the impact word usage has on the reader.

2.3 Read grade level sight words and materials fluently, applying word accuracy, phrasing, rate and expression	2.3 Adjust fluency (rate, phrasing and expression) based on purpose and content of grade level material	2.3 Adjust fluency (rate, phrasing and expression) based on purpose, complexity and technical content of grade level material
2.4 Self correct when comprehension breaks down using appropriate strategies (reread, read ahead, use decoding and context clues, recognize media features) while reading grade level materials	2.4 Identify when comprehension breaks down, and self correct using appropriate strategies (reread, read ahead, use decoding and context clues, recognize media features) while reading increasingly complex materials	2.4 Recognize when comprehension breaks down, self correct using appropriate strategies (reread, read ahead, use decoding and context clues, recognize media features, word roots) while reading increasingly complex and technical materials
2.5 Increase and activate prior knowledge in order to identify text to self, text to text and text to world connections	2.5 Increase and activate prior knowledge in order to identify text to self, text to text and text to world connections	2.5 Increase and activate prior knowledge in order to identify text to self, text to text and text to world connections
2.6 Generate, test and revise reasonable predictions	2.6 Create, test, revise and clearly justify predictions	2.6 Test, revise and clearly justify predictions
2.7 Recall and explain a series of events or the order of things	2.7 Recall and explain a series of events or the order of things to draw conclusions	2.7 Recall and explain a series of events or the order of things to hypothesize and to justify conclusions
2.8 Identify main ideas and supporting details	2.8 Summarize main ideas and supporting details	2.8 Summarize and analyze text to identify main ideas
2.9 Set goals and evaluate reading progress	2.9 Set goals and evaluate reading progress	2.9 Set goals and evaluate reading progress

**Communication Arts Content
Standard 3**

Students construct meaning as they interpret, analyze, and evaluate text. They select, interact with and respond to a variety of media.

Rationale

Reading is a strategic problem solving process in which readers gain personal meaning as they interact with media forms in a culturally diverse society. Readers systematically inquire, assess, analyze, synthesize, and critically evaluate information. Constructing meaning from text is grounded in explicit teacher guidance and instruction moving students to become proficient and independent readers. This process is ongoing and continuous at all grade levels. Reading instruction must be sensitive to learning styles, diversity in language use, patterns and dialects across cultures, ethnic groups, geographic regions and social groups (NCTE).

Benchmarks

End of Grade 4	End of Grade 8	End of Grade 12
3.1 Generate and answer questions to clarify meaning, determine author's intent and locate specific information in text	3.1 Generate and answer literal, inferential, critical and interpretive questions	3.1 Generate and answer literal, inferential, evaluative and interpretive questions
3.2 Make inferences based on context clues and/or background knowledge	3.2 Make complex inferences based on context clues and/or background knowledge	3.2 Make inferences utilizing multiple media forms
3.3 Identify and use text features to enhance comprehension	3.3 Analyze text features to enhance comprehension	3.3 Analyze and evaluate relevance of text features to enhance comprehension
3.4 Compare and contrast information to explain and explore relationships	3.4 Compare and contrast information to explain relationships and draw conclusions	3.4 Compare and contrast information within and among texts to justify conclusions
3.5 Identify and explain cause and effect	3.5 Identify cause and effect and explain possible implications	3.5 Explain causal relationships within and among literary and informational texts
3.6 Select, organize and integrate information to create a new idea or a product	3.6 Select, organize, integrate, and explain relationships within information from multiple sources to create a new idea or a product	3.6 Logically synthesize information from a complex range of literary and informational media formulate new ideas and understanding

3.7 Recognize author's purpose and point of view within literary and informational culturally diverse media	3.7 Analyze author's purpose, point of view and credibility within literary and informational culturally diverse media	3.7 Critique and evaluate author's purpose and point of view to determine credibility or deepen understanding within literary and informational culturally diverse media
3.8 Identify author's use of language and literary devices	3.8 Identify and explain author's use of language and literary devices to influence the reader	3.8 Analyze use of evidence, logic, language devices and biases as strategies to influence readers

**Communication Arts Content
Standard 4**

Students understand, analyze, evaluate, and create response to a range of literature from various cultures, ethnic groups, time periods, and genre.

Rationale

*Literature is writing that stands the test of time and/or critique. Literature is the body of writing of cultures or periods characterized by artistry of expression and form, and by universal intellectual and emotional appeal "Literature." Dictionary.com Unabridged (v 1.1). Random House, Inc. 14 Mar. 2009. <Dictionary.com <http://dictionary.reference.com/browse/Literature>>. Literature can be accessed in many ways. The exploration of literature through all of the communication arts encourages students to become critical and reflective thinkers. Through the study of literature, students develop aesthetic insight into a broader human perspective. Students actively experience **literature** through understanding the elements of literary works and through analyzing and evaluating how language is used. Students learn to understand diversity of viewpoints, attitudes and ideas. Through varied responses to literature, students gain power as critical communicators.*

Benchmarks

End of Grade 4	End of Grade 8	End of Grade 12
4.1 Describe basic literary elements and devices in literature	4.1 Analyze the impact of literary elements and devices on work and reader	4.1 Evaluate ways in which literary devices and elements function within literature
4.2 Identify vocabulary and language that contribute to the understanding of literary works	4.2 Analyze how vocabulary and language contribute to the meaning of literary works	4.2 Evaluate how language, structure, and literary devices shape meaning and style of literary works
4.3 Define some stylistic characteristics of a variety of literary genres, including those of Montana American Indian authors	4.3 Understand and define the stylistic characteristics of a representative group of literary selections from various eras, cultures, and genres including those from Montana American Indian authors	4.3 Analyze and define the stylistic characteristics of a variety of literary genre and periods from diverse cultures (including Montana American Indians), and literary movements
4.4 Identify how culture and history are represented in literary works	4.4 Interpret how factors such as history, culture and gender influence literature and, conversely, how literature influences society	4.4 Evaluate how factors of history, culture, and gender influence literature and, conversely, how literature influences society

4.5 Identify similarities and differences among personal experiences and the culture portrayed in a literary work	4.5 Compare and contrast a variety of perspectives among culturally diverse literary works	4.5 Analyze diverse literature to compare common human experiences among cultures, time periods and literary movements
4.6 Respond to ideas and feeling through experiencing literature	4.6 Express ideas and feelings generated through experiencing a variety of literature	4.6 Synthesize and create responses to ideas and feelings generated through experiencing a variety of literature

Communication Arts Content
Standard 5

Students recognize, analyze and evaluate the medium involved in creating media messages and the impact of media messages on individuals and societies.

Rationale

Media Literacy is the ability to recognize, evaluate, and apply the techniques and technologies (Media Awareness Network) of the “media forms of the day” (Ohler). This involves skills in “critically analyzing media messages, recognizing the role that audience plays in making meaning from those messages” and creating media messages for an audience (Media Awareness Network). “Media form influences media content” (Center for Media Literacy). Each medium has different characteristics, strengths, and a unique “language” of construction (NAMLE). In order for students to be effective consumers of media messages, they need to have a practical understanding of the advantages and limitations inherent in the techniques and technologies involved in creating those messages.

Benchmarks

End of Grade 4	End of Grade 8	End of Grade 12
5.1 Recognize that media messages are constructed using specific techniques for specific purposes (e.g. entertain, persuade, inform)	5.1 Interpret and differentiate how techniques and technologies impact media messages	5.1 Evaluate how techniques and technologies influence the meaning and effectiveness of the media messages
5.2 Identify the sources of media messages	5.2 Analyze the credibility of the sources of media messages	5.2 Evaluate the credibility of the sources of media messages
5.3 Identify fact, fiction and opinion in various media messages	5.3 Analyze the purpose of fact, fiction, opinion, bias and stereotypes in media messages	5.3 Evaluate the impact of using fact, opinion, bias and stereotypes in media messages
5.4 Recognize embedded values in media messages (e.g. gender, socioeconomic, cultures—in particular Montana American Indians)	5.4 Interpret embedded values in media messages (e.g. gender, socioeconomic, cultures—in particular Montana American Indians)	5.4 Analyze embedded values in media messages (e.g. gender, socioeconomic, cultures—in particular Montana American Indians)
5.5 Recognize that all media influences individuals, cultures and societies (e.g. gender, socioeconomic and cultures—in particular Montana American Indians)	5.5 Analyze how media influences the way meanings and perception of reality are created and shared (e.g. gender, socioeconomic and cultures—in particular Montana American Indians)	5.5 Evaluate media’s role and impact on individuals and societies (e.g. gender, socioeconomic and cultures—in particular Montana American Indians)

5.6 Recognize the role of media in personal interactions and communications	5.6 Analyze the role and underlying intent of media in personal interactions and communications	5.6 Evaluate the role, underlying intent, and impact of media in personal interactions and communications
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Communication Arts Content Standard 6

Students demonstrate the ability to effectively communicate using the media forms of the day with a variety of audiences and for different purposes

Rationale

*Students need a comprehensive understanding of digital citizenship and its ramifications in order to communicate effectively and securely in a multicultural, networked world (Ohler). “Media Literacy takes as its field **all** media including **but not limited to**—TV, radio, film, print, music, the Internet, video games and even less obvious forms like fashion, children's toys and dolls, or T-Shirts”(Media Awareness Network). Media literate people can both individually and collaboratively create effective media messages, demonstrating an understanding as to the strengths and limitations of each medium. Through the processes of designing, producing, and publishing articulate, meaningful, navigable media, students become better producers and consumers of media messages (Ohler).*

Benchmarks

End of Grade 4	End of Grade 8	End of Grade 12
6.1 Recognize that ethics, rules and laws exist that govern the use and creation of media messages	6.1 Demonstrate knowledge of relevant media laws and ethics when creating media messages	6.1 Apply relevant laws and ethics when creating media messages
6.2 Recognize personal and social consequences inherent in the use and creation of media messages	6.2 Analyze personal and social consequences inherent in the use and creation of media messages	6.2 Evaluate impacts of personal and social consequences inherent in the use and creation of media messages
6.3 Create a personal media message for a specific purpose (e.g. inform, entertain, or persuade).	6.3 Create and analyze personal media messages targeting a specific audience and purpose.	6.3 Create and evaluate personal media messages adjusting for a variety of purposes and audiences.

**Communication Arts Content
Standard 7**

Students apply a range of skills and strategies during the writing process to write effectively for a variety of purposes and audiences.

Rationale

Writing is essential to creative and critical thinking and is a key element of communication and life-long learning. Proficient writers learn to make connections between their own and others' experiences, to create meaning, and to evaluate information. Writers learn, adapt, and choose the writing strategies that best suit a particular writing task and audience to make stylistic and structural choices. By analyzing and reflecting on the forms, styles, and visual elements they read, students understand more fully how to synthesize those characteristics in their own writing. The emergence of on-line writing communities has broadened opportunities for collaboration, facilitating growth and interaction on various levels. Students understand the ethical and legal issues surrounding the access and use of information.

Benchmarks

End of Grade 4	End of Grade 8	End of Grade 12
7.1 Identify and demonstrate the steps used in the writing process (i.e. prewriting, planning, drafting, revising, editing, publishing)	7.1 Apply the steps of the writing process for a variety of purposes and audiences.	7.1 Apply the writing process and evaluate the effectiveness of the writing process in their own work.
7.2 Identify and use the traits of effective writing: ideas, organization, voice, word choice, sentence fluency, conventions.	7.2 Use the traits of effective writing: ideas, organization, voice, word choice, sentence fluency, conventions.	7.2 Demonstrate control of the traits of effective writing: ideas, organization, voice, word choice, sentence fluency, conventions.
7.3 Identify and practice types of writing and visual elements of media and print selections in their writing	7.3 Identify, practice and analyze types of writing, stylistic techniques (e.g. literary devices, repetition, word choice, etc.) and visual elements of diverse media and print selections in their own writing	7.3 Practice, analyze and evaluate types of writing, stylistic techniques (e.g. literary devices, repetition, word choice, etc.) and visual elements of diverse media and print selections in their writing
7.4 Demonstrate an understanding that words have multiple meanings and impacts	7.4 Express through writing the role language plays in understanding different cultures including Montana American Indians	7.4 Analyze and evaluate the connotations of words and the impact of language in writing with respect to diversity of cultures including Montana American Indians, ethnic groups, geographic regions and social roles

7.5 Use the research process (e.g. steps from the Big6TM, generating questions, identifying the task, etc.) to write in a variety of modes to identify explanations or solutions to given problems and to draw conclusions	7.5 Use the research process to generate questions, gather information from a variety of current and emerging technological sources, evaluate the quality of the information they obtain, and use it to draw and defend their conclusions	7.5 Use the research process to initiate inquiries, find pertinent and reliable data from current and emerging technologies, analyze their research, and synthesize information for their writing
7.6 Identify legal issues surrounding access and use of information	7.6 Apply an understanding of the ethical/legal issues surrounding the access and use of information.	7.6 Construct and evaluate their writing demonstrating an understanding of the ethical/legal issues surrounding the access and use of information.